

The Impact of AI Usage in Supporting English Literature Students' Learning (2022)

Ayuke Nurul Fahira¹ Chyntia Riquella Siagian² Deniela Yoshelyn Simarmata³ Sinta Fransiska Manik⁴ Muhammad Natsir⁵

Universitas Negeri Medan, Kabupaten Deli Serdang, Provinsi Sumatera Utara, Indonesia^{1,2,3,4,5}

Email: ayukenu.fa@gmail.com¹ chyntiariquellaa@gmail.com² denielasimarmata@gmail.com³ sintamanik2023@gmail.com⁴ natsirfbs@unimed.ac.id⁵

Abstract

This study investigates the impact of artificial intelligence (AI) tools on English Literature students' learning experiences. Using a quantitative approach with a structured survey, 22 students from Universitas Negeri Medan were examined regarding their frequency of AI usage, purposes, and perceptions of its impact on academic skills. The findings indicate that AI tools are predominantly used for essay writing, grammar correction, idea generation, and translation. Most students reported improved comprehension, enhanced writing skills, and increased confidence in English usage. However, concerns about dependency and the accuracy of AI outputs were also raised. While 50% of students admitted to being somewhat dependent on AI tools, a majority (54.5%) found them effective in improving overall academic performance. The study underscores the dual role of AI in education—providing efficiency and support while posing challenges to creativity and critical thinking. The results highlight the importance of a balanced approach to integrating AI in academic settings.

Keywords: artificial intelligence, English language learning, writing skills, learning efficiency

Abstrak

Penelitian ini mengevaluasi dampak penggunaan alat kecerdasan buatan (AI) terhadap pengalaman belajar mahasiswa Sastra Inggris. Dengan pendekatan kuantitatif melalui survei terstruktur, sebanyak 22 mahasiswa dari Universitas Negeri Medan diteliti terkait frekuensi penggunaan AI, tujuan, dan persepsi mereka terhadap dampaknya pada keterampilan akademik. Temuan menunjukkan bahwa alat AI terutama digunakan untuk menulis esai, koreksi tata bahasa, pengembangan ide, dan terjemahan. Sebagian besar mahasiswa melaporkan peningkatan pemahaman, keterampilan menulis yang lebih baik, dan kepercayaan diri dalam menggunakan bahasa Inggris. Namun, terdapat kekhawatiran mengenai ketergantungan dan akurasi hasil AI. Sebanyak 50% mahasiswa mengaku sedikit bergantung pada alat AI, dan mayoritas (54,5%) menganggap AI efektif dalam meningkatkan kinerja akademik secara keseluruhan. Penelitian ini menyoroti peran ganda AI dalam pendidikan—memberikan efisiensi dan dukungan sambil menghadirkan tantangan bagi kreativitas dan pemikiran kritis. Hasil ini menekankan pentingnya pendekatan seimbang dalam mengintegrasikan AI ke dalam pendidikan akademik.

Kata Kunci: Kecerdasan Buatan, Pembelajaran Bahasa Inggris, Keterampilan Menulis, Efisiensi Belajar, Ketergantungan Akademik



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INTRODUCTION

The development of AI technology is now increasingly dominating all aspects of human life, not without reason, as technology continues to advance with numerous new inventions being developed to create technologies that can assist and lighten human work. One of the most impacted aspects is education where AI is often used in various forms of assignments given to students. This convenience includes automatic translation, assistive devices. This AI technology offers convenience and efficiency for students but after the many conveniences that students can receive in completing academic assignments, AI certainly raises questions about the affects

from AI to students' which have positive and negative impact of their academic world. The presence of AI is changing the way students tackle learning challenges, from creating texts, understanding classic literature, to writing academic essays. However, there has not been much research specifically assessing the impact of AI usage on the competencies of English Literature students in Indonesia, both in terms of opportunities such as learning efficiency, access to information and the challenges such as the potential for decreased creativity or deep understanding of the. This study intends to close that gap by investigating the efficiency of AI in English language education. This study seeks to provide insight into the impact of AI on language competency, student engagement, feedback providing, and the fulfilment of varied learner demands by analyze existing literature and undertaking empirical research. The uniqueness of this study stems from its thorough examination of the specific contributions of AI in English language instruction, which provides useful insights for language educators, educational institutions, and policymakers.

The same research was also conducted by Dhanan Abimanto and Iwan Mahendro. (2023) *The Effectiveness of Using AI Technology in English Language Learning*. This study focuses on the effectiveness of AI technology in English language learning. This study uses a mixed-methods approach, combining quantitative and qualitative data from 100 students at UNIMAR AMNI. The main findings show significant improvements in listening, speaking, reading, and writing skills. This research emphasizes that AI can make language learning more efficient and effective. Riki Nuryadin, Marlina, (2023) *The Use of AI (Artificial Intelligence) in Education (Literature Review)*. This research aims to investigate the development and use of AI in education, as well as the challenges faced in adopting and implementing it. Through a comprehensive literature review, this study evaluates the positive impact of AI in increasing learning effectiveness, providing learning experiences tailored to individual needs, and speeding up the educational administration process. The articles cited in this research discuss various solutions that can be implemented to overcome this challenge. Nadella Lesmana dan Rizki Fitriani (2022) *The Impact of Artificial Intelligence (AI) on Learning english*. This study aims to examine the impact of artificial intelligence (AI) on learning English for students who want to learn and understand English freely anytime and anywhere. Through surveys and interviews collected from schoolchildren, we found significant results because with this artificial Intelligence or AI, they are able to learn English through a variety of applications that can be easily accessed with their mobile phones.

The research conducted by Salsabila et al. (2023) titled "The Impact of Artificial Intelligence Use on University Students" explores the broader impact of AI on students, particularly how AI assists in classroom activities, task completion, and information retrieval. This study examines both the positive and negative effects of AI. Unlike the upcoming study, which will investigate English Literature students from the 2022 cohort to determine how much AI influences their learning process. This study is expected to give valuable insights based on the examination of obtained data. The next chapter will go into the findings and analysis of AI's effectiveness in English language instruction, as well as a comparison to traditional techniques. This study will also address the significance of these findings for language educators and educational institutions, as well as the problems and limitations of using artificial intelligence in English language teaching. Furthermore, this study will identify areas for future development and potential improvements in the use of AI in language instruction.

RESEARCH METHOD

This study took a quantitative approach, employing a survey method, to investigate English Literature students' attitudes and use of artificial intelligence (AI) tools. The primary

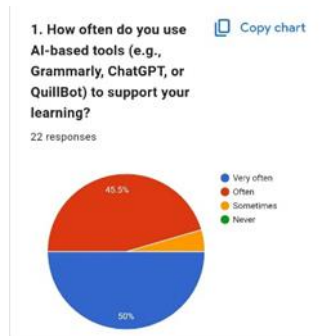
instrument was a structured questionnaire with ten questions that investigated various aspects of AI use, such as frequency, purpose, impact on learning comprehension, writing skills, confidence in using English, effectiveness in academic tasks, dependency, accuracy, lecturers' encouragement, and overall positive impact on skill development. The study included 22 English Literature students who were selected by convenience sampling based on their availability and willingness to answer. The questionnaire was delivered in both physical and digital modes, and participants were asked to offer honest replies based on their personal experiences. The obtained data was examined to discover trends and patterns, and the conclusions were presented clearly and concisely using percentages and frequencies. This methodology allowed for a thorough knowledge of the practical and perceived functions of AI tools in the students' academic activities.

RESEARCH RESULT AND DISCUSSION

After conducting the research method, namely creating a questionnaire, this study managed to get 22 respondents to several questions given. Where the results of the respondents revealed key insights into how this ai device is used and perceived by students.

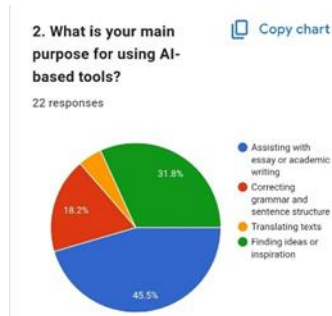
Frequency of Use of AI Devices

This first question got the majority of respondents often use AI devices to support their learning, with 50% reporting very frequent use and 45% reporting frequent use. Only 5% indicated occasional use, while none reported never using this device. This shows the widespread use of AI among English Literature students.



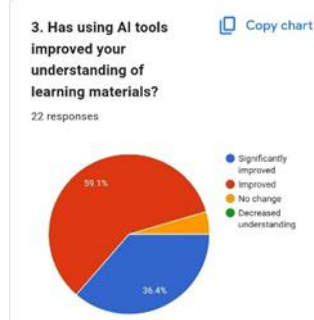
Purpose of Using AI Devices

The second question which contains several main purposes for using AI devices for these students. The most common use is for essay or academic writing assistance (45.5%), followed by generating ideas and inspiration (31.8%), correcting grammar and sentence structure (18.2%), and translating text (4.5%). These results show that AI devices function both creatively and technically in students' academic activities.



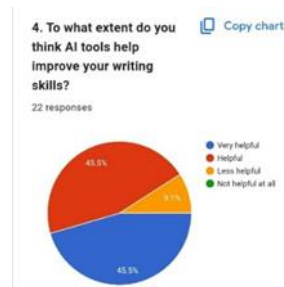
Impact on Comprehension of Learning Materials

A majority of students acknowledged that the AI tool improved their comprehension of the learning materials. Specifically, 36.4% reported significant improvement, while 59.1% observed moderate improvement. Only 0.5% reported no change, and no respondents reported a decrease in comprehension, indicating a positive role for AI tools in academic comprehension.



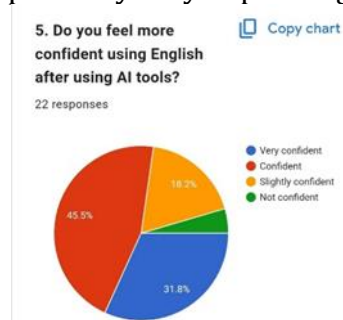
Improved Writing Skills

When asked about writing skills, 45.5% of respondents found the AI tool very helpful, and another 45.5% found it helpful. Only 9.1% found it somewhat helpful, and no respondents found it unhelpful. This underscores the perceived effectiveness of AI tools in improving writing skills.



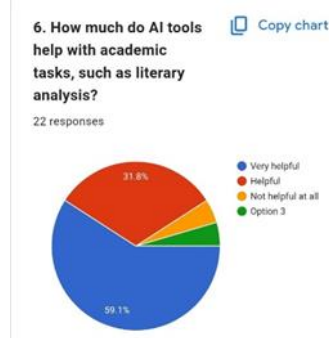
Increased Confidence in Using English

The AI tool also contributed to students' confidence in using English. About 31.8% felt very confident, while 45.5% felt confident, and 18.2% felt slightly confident after using the tool. A small percentage reported no increase in confidence, indicating that while AI tools are effective for most people, their impact may vary depending on individual needs.



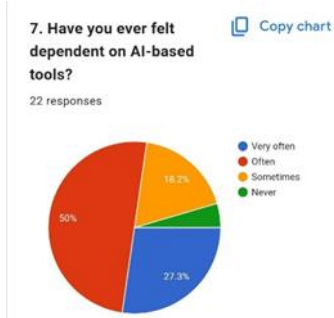
Effectiveness in Academic Tasks

The tools were considered very effective in supporting academic tasks such as literary analysis. Around 59.1% of respondents felt very helpful, 31.8% felt helpful, and only 0.4% felt not helpful. This highlights the potential of AI tools to simplify complex academic activities.



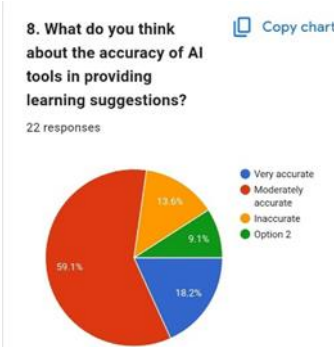
Dependent on Using AI

The AI tool seems contributing to students dependency, about 50% respondent said they're dependent on AI tools, 18,2% are sometimes dependent, 27,3% are heavily dependent, and the rest are not dependent at all. This highlight that AI tools is giving some sort of dependency to students.



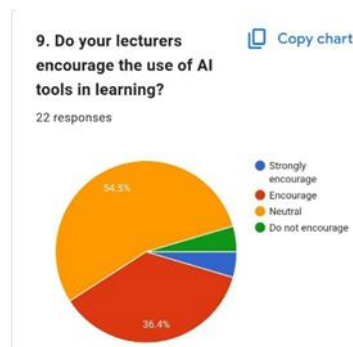
Accuracy of AI tools in Learning

The response for this question is quite variative. 59.1% respondent said that the result they got from AI tools are moderately accurate, 18.2% said that the result are very accurate, 13.8% said innacurate and the 9.1% said never accurate or always wrong.



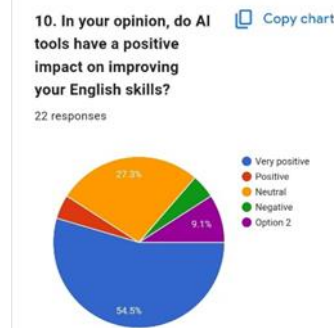
Lecturers Encouraging in AI tools Usage

From this question, we got that 54.5% lecturers are neutral in AI tools usage, while the 36.4% stated that their lecturers are encourage them on AI usage, while the rest is strongly disagree with AI usage.



Positive Impact on Improving Skills

For our last question, 54.5% respondent stated that AI Tools are bringing positive impact on improving their English skills, while the other 27.3% stated that AI Tools do nothing to improve their English skill, and the rest said AI Tools did not help their English Skills.



CONCLUSION

The study identifies AI tools as valuable assets in English instruction, providing considerable improvements in learning efficiency, understanding, and skill development. Students use AI for a variety of academic tasks, including essay writing, grammatical correction, and developing new ideas. The statistics show that AI improves writing and comprehension skills, with the majority of pupils reporting enhanced confidence in using English. However, the study highlights potential downsides, such as over-reliance on AI and variable accuracy. Approximately 50% of students claimed some level of reliance, whereas 54.5% acknowledged AI's positive impact on skill development. To maximize the benefits while resolving the obstacles, the study suggests deliberately introducing AI into courses. To reduce dependency, educators should encourage children to think critically and creatively. To guarantee that AI is integrated responsibly, policymakers and educational institutions must set guidelines. This strategy will help to leverage AI's potential for supporting student learning while preserving individuality and creativity.

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